

**THE INFLUENCE OF MONITORING AND EVALUATION ON ACADEMIC
PERFORMANCE OF UPE SCHOOLS: A CASE OF
NKONDO SUB-COUNTY BUYENDE DISTRICT.**

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**A RESEARCH REPORTED SUBMITTED TO THE COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF A BACHELORS DEGREE
IN DEVELOPMENT STUDIES OF
KAMPALA INTERNATIONAL
UNIVERSITY**

JANUARY, 2015

DECLARATION

I, NamukomaNanzerena, hereby declare that this work has never been presented before for the award of degree or its equivalent at this or any other university. All the work is original except where the sources are duly quoted.

Signed.....

Date.....15/12/2014.....

APPROVAL

This research report has been submitted with my approval as the students' University supervisor.

Signature:
Mr. Sekate Johnmary

Date..... 15th / 12 / 2014

DEDICATION

I dedicate this piece of work to my beloved father and mother Mr. Walugonza George Stephen and Mrs.Nangobi Rosemary, my uncle Waigulo Emmanuel, brotherKyami Alex for their contribution towards my academic excellence. Due to their support, I have been able to be what I am today. May God reward them accordingly!

ACKNOWLEDGEMENT

I wish to express my gratitude to all people whose support has enabled me to complete this research successfully.

First I wish to acknowledge my beloved parents Mr. Walugonza George Stephen and Mrs. Nangobi Rosemary and my Brother Kyami Alex and my uncle Waigulo Emmanuel; without their support I wouldn't have accomplished my studies.

I also thank my supervisor Johnmary Sekate for his guidance and time dedication to ensure that I came up with a successful report. I sincerely thank all my Lecturers whose knowledge I have also acquired to build my career these include specifically Dr. Tindyebwa Wilberforce, Mr David Asiimwe and Mr. Mpabaisi Tom.

I cannot forget to acknowledge my brother Mbago Ronald and chairperson LCV Buyende district Hon Michael Kanaku, thank you for your generous contributions towards my education.

Special thanks goes to my uncles especially uncle Richard, uncle Kabogoza for their love, care and financial support. My sisters Lilian, Sylvia, Sandra, Stella, Veronica, brothers Joshua, Franco have also been spiritually supportive throughout my course of study.

Sincere gratitude also goes to my friends Mugga Dennis, Namutosi Evalyne and Nabukenya Victoria whom we have been struggling together at the University.

Last but not least, I thank my son Musasizi John for being an inspiration to me.

May God bless you all.

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LIST OF ACRONYMS

M & E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
PME	Participatory Monitoring and Evaluation
UPE	Universal Primary Education

ABSTRACT

This research report on the influence of monitoring and evaluation on academic performance of UPE schools was carried out in Nkondosubcounty, Buyende district Uganda, its specific objectives included to identify the major areas monitored in UPE schools in Nkondosubcounty, examine the significance of monitoring and evaluation in academic performance of schools in Nkondosubcounty, assess the causes of poor performance of pupils in UPE schools in Nkondo sub-county and to come up with possible measures to improve the academic performance of UPE schools. The literature review encompasses relevant literature from different authors, documentary reviews, Journals and internet literature, to reflect on the significance of monitoring and evaluation, causes of poor academic performance of UPE schools and the major areas monitored and monitoring types within an organisation. The study used descriptive design which was explanatory in nature and it was based on quantitative and qualitative approaches. It covered a sample of one hundred twenty (120) respondents. The data instruments used were mainly the questionnaires and interviews. Study findings showed that the major areas monitored in UPE schools are mainly budgetary resources, procedures, time schedules and sometimes quality. The significance of Monitoring and Evaluation was identified by be promotion of academic performance, transparency in resource utilization, reduce teachers' absenteeism, and also helps to provide reliable feedback to and from all stakeholders. However, the major causes of poor academic performance in UPE schools were reported to be frequent pupil's absenteeism, lack of parental support, lack of teachers' commitment, indiscipline among students and poor motivation of teachers. It was therefore concluded that effective monitoring and evaluation in UPE schools is very crucial because in this process gaps can easily be identified and effective mechanisms are implemented for improvement.

It is therefore recommended that implementation of monitoring and evaluation direct from the District and National level from the ministry of education and sports should be encouraged to identify the problems and issues affecting the students, teachers and the schools in general.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study the statement of the problem, the objectives of study and the research questions. The significance of the study and the conceptual frame work are also presented in this section.

1.1 Background of the study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world and parents should pioneer it because they are the mothers and fathers of their states. (Aikaman and Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development.

The theme of quality improvement in education in Sub-Saharan Africa (SSA) was developed at the 2003 ADEA Biennial to address crucial issues: concepts of quality, policies for equity, supporting frameworks for decision-making and monitoring, funding of quality and essential inputs, adjusting of curricula and the use of African languages, strategies for competent teachers and effective schools, the decentralization and diversification of the education provision, health/AIDS and quality. The development of the theme at the Biennial was underpinned by the need to support the efforts of SSA countries that are trying to meet the challenge of achieving the targets of basic education for all (EFA) set at the World Forum in Dakar in 2000.

Beyond achieving the standard objectives of reinforcement of shared understanding and mutual learning, the Biennial highlighted the major goals and challenges of its thematic focus on quality improvements in education. As set out in the Basic Biennial document, *“The Challenge of Learning: Improving the Quality of Basic Education in Sub Saharan Africa”*, these goals and challenges include: i) to foster a culture of quality among the main actors and partners involved in the development of education in Africa, ii) to provide them with a framework including concepts, policies, strategies, methodologies and effective and operational tools for implementation, iii) to facilitate ways in which the lessons learned at the international and/or regional

level can be applied to national contexts, where action actually takes place.

Countries such as Kenya, Uganda, Tanzania and Mozambique are providing block grants to schools based on a funding formula that is largely based on students' enrolment. School level administrators, usually together with School Management Committee (SMC) members decide on the allocation of these resources to different input in the education process within guidelines developed by the Ministry of Education (MOE). These processes are typically accompanied by mechanism to ensure public accountability and transparency for the use of the resources. To serve as a basis for discussions at the Biennial, ADEA commissioned a study to review and document the lessons of the experience with use of block grant mechanism reform in these countries.

Under the education development philosophy, the governments contribution to meet the revenue shortfalls occasioned by introduction of the FPE was based block grants to all public (government-maintained) schools to fund teaching, instructional materials and co-curriculum activities. The grant is, principally, based on school enrolment statistics that are compiled and collated by DEOs using monthly school returns. Other criteria occasionally used in the grant allocation process include: basic conditions in the school, degree of degradation of school infrastructures. Under the mechanism, each pupil is allocated the same amount of funds per year (Kshs 1,020 or US\$ 13.60 for Kenya, Ushs 5,000 for Uganda). Once the MOE has computed the funding requirement for each school, it remits the funds by direct wire transfer to DEOs or school bank accounts at the district. When remitting the funds, the MOE also issues guidelines on its disbursement procedures including allocation between instructional materials (i.e. textbooks, exercise books, pens, charts and wall maps, registers) and general purposes (i.e. support staff wages, repairs and maintenance, electricity and water bills, communications).

Monitoring is a function that happens during the implementation stage of the project life cycle. Information from monitoring facilitates the control function of the project (PMI, 2004). It is important that the monitoring happens continuously and effectively thought out the project implementation process to enable the project manager to adequately control the project. This is very important if the project manager is to quickly diagnosis problems that may hinder project success and hence seek remedy.

Jafferson, (2004) also asserts that evaluations occur at the end of the project during the lifecycle, where it assess how the project performed and capture any lessons from it. Monitoring information is very helpful in determining how the project progressed in terms of schedule, cost and any hindering problems encountered during implementation. As highlighted earlier when assessing how the project progressed during evaluation, information from monitoring is very relevant and useful (Shapiro, 2004) hence there should be safe keeping of monitoring data.

Monitoring and evaluation is a different approach which involves stakeholders, development agencies and policy makers deciding together how progress should be measured and result acted upon. It can reveal valuable lessons and improve accountability. However, it is challenging process for all concerned since it encourages people to examine their assumptions about what constitutes progress and to face up to the contradictions and conflicts that can emerge in the education system (Guit and Gaventa, 1997).

In order to effectively evaluate UPE schools, it is important that both the formative and summative evaluations are carried out and with summative evaluation both process and outcome evaluations should be done fully to optimize the benefits of evaluation. Despite the fact that we have attempted to delineate monitoring and evaluation in the earlier discussions, the two are complementary and in most schools are taken as a single function. Each supports the other although they seek to ask different questions as illustrated in the earlier discussions.

Due to lack of monitoring and evaluation of pupil performance, the progress of pupils is largely assessed by teacher-made tests conducted at the end of each term and year as a proxy for pupil achievement in all grades in the primary cycle (MoES, 2007). In a promotion system based on the level of performance, as is the system in Uganda, it is generally accepted that the high repetition and drop-out rates attest to the low standard of pupil performance. Given this background, it is of particular interest in this study to address the above concerns for Uganda. A qualitative approach to this study is chosen because most of the identified issues are not easily elaborated upon by quantitative data.

1.2 Statement of the Problem

In Uganda, the problem of poor academic performance and early school leaving appears similar, but it also has a more specific dimension. According to statistics from the Ministry of Education, the inability to pay school fees due to parents' non-involvement in education accounts for 62% of poor academic performance and of drop-outs. One cannot deny that the education of our children today is a vital part of our future. However, we hear repeatedly in today's media that the present state of Uganda's educational system is failing. One area in particular under scrutiny is the primary school system. It is argued that Uganda's primary schools are not preparing pupils with the technical knowhow, intelligence, and problem-solving skills that they need to live out their dreams and pursue successful careers. Since education plays an important role in the increase in human capital capacity and competitiveness of a country, the schools are not clearly preparing Ugandan students. The challenge facing policy makers is therefore enormous especially on how to maintain and improve academic performance in UPE schools, while making efforts to ensure that all children reach the end of the primary cycle and this can only be achieved through improved monitoring and evaluation of the system. This study sought to examine the influence of monitoring and evaluation on academic performance of UPE school in Nkodesubcounty, Buyende district.

1.3 Purpose of the Study

The study examined the relationship between monitoring and evaluation and academic performance of UPE schools in Nkondo sub-county, Buyende district.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i) To identify the major areas monitored in UPE schools in Nkondosubcounty
- ii) To examine the significance of monitoring and evaluation in academic performance of schools in Nkondosubcounty
- iii) To assess the causes of poor performance of pupils in UPE schools in Nkondo sub-county
- iv) To come up with possible measures to improve the academic performance of UPE schools.

1.5 Research Questions

The study answered the following questions

- i) What are the major areas monitored in UPE schools in Nkondo –Sub County?
- ii) What is the significance of monitoring and evaluation in academic performance of schools in Nkondosubcounty
- iii) What are the causes of poor performance of pupils in Nkondo sub-county?
- iv) What are the possible measures to improve the academic performance of UPE schools in Nkondo sub-county

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in three primary schools in Nkondo sub-county that included NkondoPrimary School, Immeri Primary School and NdulyaPrimary school all found in Nkondo sub-county, Buyende district.

1.6.2 Content Scope

The study examined the influence of monitoring and evaluation on academic performance of UPE schools. It mainly focused on the major areas of monitoring and evaluation which are procedures, time schedules, budgets and quality. The respondents included; teachers, pupils, parents, local administrators and education experts at the district. The study sought both primary and secondary data. Primary data was sought from respondents directly while documentary analysis was the major basis for secondary data.

1.6.3 Time Scope

The study considered the period between 2011 and 2014. This study was carried out between November 2014 and January 2015. In November the researcher chose a topic, reviewed related literature and wrote a research proposal. In December the proposal was submitted for marking and data collection methods were drawn. After the proposal was approved, data was collected in the same month. Data was analyzed and report writing was made and submitted in January 2015.

1.7 Significance of the Study

The study would be the following importance.

The research findings will help the Ministry of Education and Sports to recognize the significance of monitoring and evaluation of UPE schools and this will result into

formulation of development approaches that involve all stakeholders the process of monitoring and evaluation which will ensure improved academic performance of schools.

The study findings will help policy makers and implementers in taking up responsibilities of which the teachers and pupils have interest in and this will make schools, teachers and administrators feel as the owners of the institution which will arouse their morale to improve performance.

In the same way, this study will lead to proper allocation of resources hence effective utilisation of resources allocated to the schools by the administrators

The study results will be used for reference by future scholars who may want to study the same or related problem at length. This will help them to identify the gaps that can be filled by carrying out research.

Operational definition of terms

Evaluation refers to the review of efficiency, effective, adequacy, approximately, equity, accuracy, quality, appropriateness of the policy.

Monitoring refers to follow out policy during implementation process of watching the process which the progress which the policy has evaluated and its achieving goals and objectives.

Monitoring and evaluation refers to the process which is being carried out by the government as prescribed in the implementation which it analysis, the policy and stages during under information continues activities until the policy has achieved its cost or goals.

Efficiency refers to the ability or the achievement of the policy and its goal at a very low cost of time when monitoring and evaluating efficiency is being observed and carried out and this make the policy to be efficient in terms of time saving and also measurement of time taken on evaluating the policy.

Quality refers to the input and output of the policy and its achievements on time sent to acquire the objectives. Evaluation is important because the quality of the policy and its efficiency it is being cheap and quick not time and money consuming.

Accuracy refers to the expected measurement which the project or plan was to be achieved and also the exact use of the resources as planned or expected, accuracy makes the policy goals to be achieved and this is important because the policy becomes systematically planned and timed.

Effectiveness refers to the impact and role which the policy has made in the society and community at large and if the policy as accomplished the target which it was supposed to beat or reach.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to this study about the influence of monitoring and evaluation on academic performance of UPE Schools. The chapter describes the concepts of monitoring and evaluation and academic performance as the main variables of study specifically covers themes related to the research objectives.

2.1 Monitoring and Evaluation in UPE schools

Specifically, monitoring is defined as, “the continuous assessment of project implementation in relation to agreed schedules and of use of inputs, infrastructure and services by project beneficiaries” (Mertens, 2005). Monitoring is the process of gathering data and periodically assembling key indicators to count or measure inputs, outputs and processes to report on the functions of elements of the education system (Mishra, 2005). “Monitoring is a type of evaluation that collects concrete information utilized for program reformation.” (Noh, 2006). Monitoring is an ongoing function that uses the systematic collection of data related to specified indicators to provide management and the main stakeholders of a development intervention with indications of the extent of progress and achievement with regard to expected results and progress in the use of allocated funds.

Firstly and above all, monitoring and evaluation (M&E) is intended to support the process of *creating* development results. When well-conceived and practiced, M&E guides managers towards achieving their goals – whether their responsibilities are at the policy, programme or project levels. M&E lets managers, together with their respective constituency of stakeholders, know whether progress is being made – knowing which strategies work and which don’t. The starting point for meaningful M&E is then clarity about the goals and objectives, or outcomes, which are being pursued.

Monitoring provides an early indication of the likelihood that expected results will be arraigned and provides an opportunity to validate program theory and logics and make necessary changes in program activities and approaches. A good monitoring system for a partnership combines information at all levels to give the management team, and ultimately the governing body, a picture of performance and helps facilitate decision-

making and learning by the partners (Marriott & Goyder, 2009). Evaluating can be seen as the collation of a range of 'snapshots' of progress and analysing their combined impact to create an overall assessment of the success of a target/action/success criteria. The evaluation needs to indicate the extent to which targets have been met and the lessons learned from the process (which should inform future practice).

On the other hand, evaluation is the measurement of success when comparing outcomes with aims and objectives. This may lead to a summative assessment of the current practice within school and should then be used to inform future planning for learning and teaching (Goyder, 2009).

2.1 Types of Monitoring and evaluation process

Willms (2003) describes three types of monitoring system which are as below:

2.1.1 Compliance Monitoring It stresses that school inputs, particularly teacher and fiscal resources. It tries to ensure that certain standards of education provision are being met. It might be involved of average class size, pupil teacher's ratio, expenditures on instructional materials, size of the library, teacher qualification, number of support staff, or the proportion of pupils receiving special education. Typically some sanction is applied to schools not meeting specified standards. For example, a school may be required to submit a plan for correction, or in an extreme case, be subject to closure. The assumption underlying the use of compliance is that if schools meet specified standards on various inputs measures, then adequate levels of performance will necessary follow.

2.1.2 Diagnostic Monitoring It emphasizes the output side of the input-output model, particularly academic outcomes. Their goals are to determine whether specific aspects of the curriculum are being mastered by the majority of pupils. In the same manners that teachers use classroom tests to identify areas where certain pupils need further instructions and remedial activities, diagnostic monitoring systems seek to identify particular skills and concepts that require greater emphasis in certain schools.

2.1.3 Performance monitoring It includes measures of both schooling inputs and outputs. Typically the outcome measures are standards achievement tests, which are fewer curriculums specific but cover a broader domain of skills. PM strive to make comparison between schools and school districts in their outcomes. The implicit intention of these systems is to make schools publically accountable through market forces. The belief is that interschool or inter district comparison will stimulate competition and motivate educators to provide a better education. Another type that is concluded from the researches is progress monitoring which is a researches based method that facilitates the assessment of learner academic and/or social-emotional progress on regular and consistent basis. Its main object is to determine the extent to which students are learning which is being taught and effectiveness of instructions. More specifically, progress monitoring determines both levels of achievement as well as rate of improvement or progress for the purpose of implementing more effective education to students. Progress monitoring may be used to assess progress both individual students as well as whole classroom of learners (Hoover, 2009).

Monitoring and evaluation ensures that teachers and school system should take responsibility for improvement in pupil's achievement and teachers effectiveness by criterion should be measured by external monitors. Monitoring or keeping an eye on how things are going more informal. However it is an important part of the middle manager's role in checking standards in the department. It involves and provides information which then leads to corrective action on an ongoing basis.

2.2 Causes of poor performance of pupils in UPE schools

When teachers are faced with transport and housing problems, they do not get to school on time, others hold second jobs, and others are sometimes absent from school (Colby & Witt, 2000). Similarly, Mulkeen et al (2005) and Nsubuga (2003) add that this reduces teaching hours, which are low in Sub Saharan Africa by international standards. Thus, time management can be compromised despite being a significant ingredient in the teaching learning process as long as the school finances are not enough to facilitate the teacher's conditions. Besides, Nsubuga (2003) notes that if teachers are not regularly appraised their performance will not be guaranteed. Nonetheless, this appraisal also dependent on the availability and use of the school finances! It is therefore imperative to explore if school finances in private secondary

schools are used for the right purpose that is meant to promote teacher competence for effective students' education and academic performance.

Poor teacher motivation

Teachers who spent time preparing lessons and marking homework and class work tend to achieve better result than those who don't (colloids 1989). government needs to lift the teachers' morale though most cannot afford monetary incentives, but by improving in rewards, career opportunities, initiatives and in service preparations, status and prestige by attracting high quality recruits and retaining talented practitioners in teaching and leadership posts (UNESCO 1994). But teachers hardly spend any time preparing their lessons, they often don't use schemes of work nor do they keep records of work covered by pupils' discipline relies too heavily on punishment. (CASTME). (International Formal of education department 2001; 361 - 374) administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success.

Indiscipline

The Education Policy Review Commission Report (EPRCR, 1992) clearly spells out discipline as one of the aims and objectives of education at all levels of the education system. According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting. School of authorities should not only stress the importance of discipline they also need to put mechanisms of enforcing it.

Okumbe (1998) describes discipline as the action by management to enforce organizational standards. He stresses that all members of educational organization are required to strictly adhere to the various behavioral patterns necessary for maximum performance. In support of this, Chaube (2000) contends that an opinion may be formed about the school by observing the discipline among students. It is necessary for every school to enforce certain rules of conduct to ensure discipline and discipline is essential if rules are to be implemented.

According to Musaazi (1982) student discipline means that students are provided with an opportunity to exercise self-control to solve school problems, to learn and to promote the welfare of the school. Ssekamwa (2000) in agreement with Musaazi adds that discipline is the development of self-worth, self-control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations.

It is very important for school authorities to give freedom to the students to develop the self-esteem and exercise self-control. There are many school authorities who use this approach to enforce discipline in schools. The researcher however feels that this method could be effective for post Primary school students and may not be appropriate for Primary School students.

Social factors

The researcher singled out boy/girl relationship and their impact on academic performance. In Kenya, when a girl gets pregnant through irresponsible sexual behaviours, academic performance is also affected due to lack of concentration leading to drop out. Various researchers have examined the relationship between pregnancy and academic performance.

One study looks at South Africa as unusual in the subcontinent in having high rate adolescent child bearing girls, combined with high levels of adolescent female school attendance and liberal policies that officially allow pregnant girls to stay enrolled, according to Kelly Hallman population council-health economist.

Earlier researchers have also shown that young children start indulging in sexual habits at a tender age. Such learners cannot concentrate in school work hence leading to poor performance.

Four out of ten girls indulge in sex, while 50% of the boys are doing it. High sexual activity among teenagers indicate bigger problem (Njoki, 2008).

Irresponsible behaviours may also lead to transmission of diseases. Teenage who engage in unprotected sex lead to SDTS and AIDS. These diseases affect concentration lead to psychological trauma.

Boy/girl relationship has far reaching effects in class attendance, since they practice truancy and absenteeism. Lessons may be skipped to attend to "dates".

Children involved in such relationship may decide to disobey orders from teachers since they adore each other. This results into low levels of discipline, which directly impact on their performance.

Research suggest that numerous underlying causes for early school exists, pregnancy and marriage are due to social and economic opportunities for girls and domestic demands placed on them coupled with the gender inequalities of the education system. These conditions may result in unsatisfactory school experience, poor academic performance and cultural acceptance of early marriage and motherhood, concludes Lloyd.

Political factors

The researcher looked at how politics and politicians in Kenya affect the attainment of objectives in the learning process. Staffing, teacher transfers, posting, supervision and provision of materials are controlled by the government administration.

It is the government's interest to post teachers, sometimes putting in mind their political affiliation. For example, members of parliament may influence posting of teachers to areas where they have political support. Opposition areas may suffer for a long time. The same happen during the allocation of CDF funds and materials to schools which in the long run affects performance in schools negatively.

Similarly DEOs and PS's, become victims of circumstances and get transfers somehow. This affects efficiency in the education sector. Introduction of FPE led to mass admission of pupils in primary schools. In Kenya teacher pupil ratio is supposed to be 1:40. The situation in the public schools is quite alarming. A single teacher attends up to an average of one eighty pupils. Aggwala (2009) notes that overcrowding in classes has compromised the standards and quality in the public primary schools, teacher workload has increased despite the government's efforts to curb the problem of teacher shortage in the county.

Teacher's qualities and experience directly affects the kind of products expected. Many schools have resorted to employing untrained teachers as a way of curbing the problem of shortage in the public schools. The ultimate effects of all these is compromised performance in our schools.

More oftenly, there has been complains of lack of educational administrators and supervisors. Even those who are available are unable to move round and inspect schools due to lack of means of transport and fuel from the Ministry of Education. This has led to laxity of teachers and headteachers thus affecting performance in long run.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the following: research design, study population, sample size and sample technique, research methods, instruments, validity and reliability of research instruments, procedure for data collection study and data analysis.

3.1 Study Design

The study design was a cross-sectional survey design. This entailed the use of both quantitative and qualitative approaches for data collection and analysis with the view of triangulation. A cross-sectional survey design involves obtaining information from a wide section of respondents at once without need to follow up the respondents for further information (Amin, 2005). Thus, data collection was done over a short period.

3.2 Study Population

The study was conducted from three schools namely; Nkondo Primary School, Immeri Primary School and Ndulya Primary school from the three villages namely Immeri and Kiwaba from Nkondo subcounty Buyende district is found in Eastern Uganda. The area was chosen due to its continued poor academic performance at both district and national level. A total of 120 respondents constituted the sample size and were evenly selected from the selected schools of study. They included; parents, teachers, school managements, pupils, area administrators and policy makers at the district.

3.3 Sample Selection and Size

Purposive sampling strategy where model respondents were selected from the area of study to represent the whole population of study was used. Sample surveys and cross sectional study designs were employed to achieve this.

The second stage involved the selection three schools namely Nkondo Primary School, Immeri Primary School and Ndulya primary school. The third stage was selection of 39 respondents to represent each school of study. These were selected because the researcher had adequate knowledge about the area of study. These totalled up to 117 respondents from the 3 selected schools. Then 3 education experts at the district were added to attain a total sample population up to 120 respondents.

3.4 Data Collection Methods

The study used a range of data collection methods based on primary data and secondary survey design. Primary data was sought using quantitative and qualitative data survey designs. Qualitative data was sought using interviews, observations check lists and focus groups discussions (FGDs) while quantitative data was got using questionnaires. Secondary data was sought through documentary review from different literature written relating to the objectives of the study especially form libraries.

3.4.1 Primary Data

3.4.1.1 Qualitative Data Design

3.4.1.1.1 Interviews

Both structured and unstructured interviews were used. Unstructured interviews were face-to-face questions that were administered respondents in a conversation form. An interview schedule was used and focused on the research questions of the study. Structured interviews involved questions where a list of questions was set and administered to respondents after they were informed about the intentions of the study. Their prior consent to participate in the study was vital.

Due to the general low levels of education among most of the people in the area, the researcher gathered data from most of the respondents using interviews where these were purposively selected respondents. Interviews were held with 70 illiterate respondents and those who never had enough time to sit down and answer the questionnaires. This yielded reliable information because the respondents had chance to adequately ask what they did not understand. Also interviews were used because they consumed little time in case a group of respondents was got at once.

3.4.1.1.2 Observation Method

The kind of scholastic material like uniforms and text books, parents' attendance on visitation days and the time learners report for studies was examined to establish parents' role in their children's education attainment. An observation checklist was drawn to guide the researcher in the data collection process.

Observation method was employed because first-hand information was got, which was used to cross check results from other data collection methods and also knew the

reaction of the respondents on the problem faced. This was vital in analyzing the data derived from all other data collection methods.

3.4.1.1.3 Focus Group Discussions (FGDs)

Twelve respondents were purposively selected to analyse data from other data collection methods. Four were selected from each school of study. These included; parents, teachers, education experts pupils and local administrators with relevant data about the study.

FGDs were expected to perform the following functions; analyzing the different views given by different respondents that were not be well understood, devised the appropriate data presentation techniques, and added more views where they lacked.

3.4.1.2 Qualitative Data

3.4.1.2.1 Questionnaire Method

Sets of well selected both open and close-ended questions were formulated. These were distributed to different respondents who answered and returned them with on the same day. They were given to 50 respondents because they were presumed manageable due to limited time and resources. Questions were set depending on the objectives of the study. Questionnaires were employed because of the following reasons. The different views held by different respondents were revealed thus fulfilled the purpose of the study. Comparison and contracting of different views by different respondents were possible since answers were written down. This enabled easy data presentations and analysis and for future reference.

3.4.2 Secondary Data Design

3.4.2.1 Documentary Review

Different research studies done and other related literature on the relationship between parents' involvement in education and academic performance was reviewed basing on the objectives of the study from different libraries and other necessary documents. This data was of the following importance. Literature from the documents guided; designing questionnaires, interviews schedules and observation checklists since it was a source of reference.

3.5 Procedure of Data Collection

The researcher acquired a letter seeking permission to carry out a research study in Nkondo sub-county, Buyendedistrict from College of Humanities and Social Sciences

from Kampala International University. The respondents to participate in this study were chosen according to their knowledge and experience about the area and knowledge concerning the topic of study. They were coached on how to answer the different questions and then the competent ones were employed in the study.

The various data collection methods and techniques were used as mentioned above and data were analyzed as shown in this chapter in the section of data analysis. It was presented using statistical techniques.

3.6 Validity and Reliability of data

3.6.1 Validity of Data Collection Methods

The review of different documents to know the different methods used in seeking data from respondents were done. The researcher as well tested them to discover whether data was derived. This showed the validity of data collection methods.

3.6.2 Reliability of Data Collection Methods

Reliability of research collection methods was done by comparing and contrasting the different results from the different research data collection methods. When constant results were got, the method had proven consistent and thus reliable for use in the study.

3.7 Data Analysis

The study results, both Primary and secondary data were treated in related manner to make a uniform study report. The quantitative data generated through the questionnaires was analysed using Microsoft Excel Windows 2010 to generate mean, ratios and percentages. These helped to establish the magnitude of the study. Both quantitative and qualitative data were presented in a descriptive form that involved diagrams like charts, graphs and tables.

Data from questionnaires were first inspected and edited in order to discover items that were misunderstood, detected gaps and discarded off irrelevant data to generate enough ideas relevant to the study. Responses were compared with literature reviewed from acknowledged documents.

Both qualitative and quantitative data were analyzed statistically by use of the mean, percentage, ratio through elaborating the respondents' views in comparison with findings from the observation checklist. This information was integrated into tables, charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter analyzes, presents and interprets the findings of the study. The findings are presented in sub titles that correspond with the study objectives and other data that was deemed necessary to discuss in the study. The first sub section examines the respondent's biographic characteristics.

4.1 Biographic characteristics

This section deals with the biographic features of respondents which was intended to establish how these features affected the final results of the study.

Age

This was aimed at establishing the age distribution of the respondents to examine how age related to the monitoring and evaluation of community water development projects.

Table 1: Age of respondents

Responses	Frequency	Percentages (%)
Below 20 years	22	18
20-30years	19	16
31-40years	56	47
41-50years	10	08
51 and above years.	13	11
Total	120	100

Source: Field research, 2015

From the study findings, 18% of the respondents were below 20years of age, 16% of the respondents were between 20 to 30 years of age, 47% of respondents were between the ages of 31 to 40 years, 08% of the respondents were between the ages of 41 to 50 and only 11% of the respondents were 51 years and above in age. The variation in age distribution was attributed to the fact that the sample was selected randomly and also involved pupils who were below 18years hence covering all age

ranges however those above 51 years were a few due to their limited distribution in the sample size.

Sex.

This was intended to find out the sexual distribution of respondents in the study sample.

Table 2: Sex of the respondents

Responses	Frequency	Percentages (%)
Female	47	39
Male	73	61
Total	120	100

Source: Field research, 2015

From the study findings, 61% of the respondents were males and 39% of the respondents were females. This was as a result of the fact that men and boys were mostly enrolled for school and on the side of teachers most of them were males. The low percentage of females was attributed to the socio-cultural factors that affects females' participation in education.

Education level

This was aimed at finding out the education levels of respondents that participated in the study.

Table 3: Education levels of respondents.

Responses	Frequency	Percentages (%)
Tertiary level	43	36
Secondary level	16	13
Primary level	29	24
Never been to school	32	27
Total	120	100

Source: Field research, 2015

From the research findings, 36% of the respondents had finished tertiary education, 13% of the respondents were of secondary level, 24% of the respondents were of primary level and 27% of the respondents had never been to school. This however, all people participated in ensuring the sustainability of water development projects in the area though the educated took the highest responsibility and were more informed about how to monitor and evaluate the community development projects.

4.2 Major areas monitored in UPE schools

This was aimed at finding out how monitoring and evaluation is carried out in the selected UPE schools and also the major areas monitored.

Table 4: Major areas monitored in UPE schools in Nkondo sub-county.

Responses	Frequency	Percentages (%)
Financial /budgetary resources	43	36
Procedures	36	30
Quality	11	09
Time schedules	21	18
Others	09	07
Total	120	100

Source: Field research, 2015

Fiscal/budgetary resources

Results in the table 4 show that majority 43 (36%) indicated that the major area monitored in UPE schools are the fiscal resources. These includes expenditures on school infrastructures like construction of new classrooms, toilets, expenditures on instructional materials among others. This implies that authorities direct from the District Education Officers monitor and evaluate the utilisation of funds allocated to specific UPE schools as a modified way of reducing fraud in the system and measure of the school meet the specified standards on various inputs.

Monitoring procedures

From the study findings, 36(30%) of the responses indicated that procedures happening at UPE schools is another area monitored. This includes procedures of both school inputs and outputs in terms of following the school curriculum, standard

achievement tests and general pupils' performance to make a comparison between schools in the sub county and those at the district level in their outcomes.

Quality

Respondents 11 (9%) said that another major areas that is monitored is the quality of the school, its inputs, outputs, academic performance, staff performance in terms of teaching methods and level of absenteeism, and facilitation and assessment of learner academic progress on regular and consistent basis. Findings imply that this area is monitored to evaluate the extent to which students are learning what is being taught for the purpose of implementing more effective education to students.

Monitoring of time schedules

21 (18%) of the respondents said that monitoring of time schedules is another major area monitored. This is done to ensure that teachers and school system should take responsibility for improvement in pupil's achievement and teachers' effectiveness by standardtime schedules. This includes submission of lesson plans in time, following the school time effectively by keeping an eye on how school activities are going on in a formal manner.

4.3 Significance of Monitoring and Evaluation in academic performance of UPE schools in Nkondo sub-county

This was intended to find out the benefits that the stakeholders obtained from carrying out monitoring and evaluation process of UPE schools in Nkondo Sub-county, Buyende District.

Table 5:Significance of monitoring and evaluation on academic performance of UPE schools in Nkondo sub-county.

Responses	Frequency	Percentages (%)
Transparency and accountability	31	26
Improved academic performance	20	23
Reducing teacher absenteeism	23	19
Generation of new knowledge	12	10
Reliable feed back	26	22
Total	120	100

Source: Field data, 2015

Transparency and accountability

From the study findings, 26% of the responses showed that monitoring and evaluation of UPE schools promotes transparency and accountability for the financial resources allocated to a particular school. It also helps to use funds for the purpose intended for. This is because headteachers are put on pressure to develop and plan for schools development in terms of facilities like libraries which in the long run enhance academic performance.

Improved academic performance

From the research results, 23% of the responses indicated that monitoring and evaluation of UPE schools results into improvement in academic performance of the school. This is because the progress of pupils if regularly monitored and evaluated, it facilitates regular assessment by teacher-made tests conducted at the end of each week for example, and in the due course pupils with special needs can be identified and assisted.

Reducing teacher absenteeism

From the study results, 19% of the responses showed that teachers tend to report at school regularly after knowing that there is a policy (monitoring and evaluation) that determines their contract renewal. This is due to the fact that effective monitoring and evaluation of teacher's performance helps the school management and administration to review regular attendance of teachers at school and those whose attendance does not satisfy the management, leads to cancellation of their contracts. On the other hand those who report regularly positively affect the general academic performance.

Generation of new knowledge.

Basing on the study results, 10% of the responses showed that monitoring and evaluation of UPE schools help teachers, headteacher and all the stakeholders to generate new knowledge on the sustainable management of these schools geared towards improved academic performance in particular. This is done by reviewing the evaluations made and identify major areas that needs improvement both for the general school administration, teachers' welfare and pupil's academic performance. In the same way, monitoring and evaluation enhance more research on school management and administration.

Reliable feedback.

From the study findings, 22% of the responses indicated that involving teachers, pupils and parents in monitoring and evaluation, enhance reliable feedback on how the schools are operating. This helps to devise means on how efficiency and effectiveness of school activities can be improved. Pupils and parents provide true information since they are the direct beneficiaries of UPE schools.

4.4 Causes of poor performance of pupils in UPE schools in Nkondo sub-county

This was aimed at finding out the causes of poor academic performance of pupils in UPE schools Nkondo sub-county, Buyende district.

Table 4: Causes of poor performance of pupils in UPE schools in Nkondo sub-county

Responses	Frequency	Percentages (%)
Pupils' absenteeism	51	43
Lack of parental support	14	12
Lack of basic needs	30	25
Lack of teacher's commitment	16	13
Indiscipline	09	07
Total	120	100

Source: Field data, 2015

Absenteeism

From the research findings, 43% of the responses indicated that one of the causes of poor academic performance in UPE schools is mostly absenteeism. Students' absenteeism and irregularity was evident in the interview with the students and teachers parents. It emerged that pupils from the selected schools absented themselves from school claiming that they were asked by parents to assist them with the house chores i.e. fetching water, firewood, gardening among others. Others are going with their parents on market days to assist their parents sell their items and other commercial activities. Others come to school late because they have to go and sell early in the morning or accompany their parents to the market before coming to school.

Lack of parental support

The findings indicated that 12% of the respondent submitted that lack of parental support in academics is another cause for poor academic performance among UPE schools. During a discussion with the pupils, they said that some of their parents did not attend school hence could not help them with their homework. Others deliberately refuse to provide school requirements simply because of their ignorance for value of education. This leads to poor academic performance of pupils due to limited supply of school uniforms and other writing materials like pens, exercise books were a problem.

Lack of basic needs

From the analysis, 25% of the responses showed that primary school children lack basic needs required at school. They reported that despite the government's efforts to ensure that every child goes to schools through free primary education, some parents are unwilling and/or poor to afford school requirements like books, pencils, uniform, shoes, for their children to enrol in school. In addition, very few parent can afford to pay fees for meals at school consequently leading to poor academic performance because pupils cannot learn on empty stomach.

Lack of teachers' commitment

The responses to this indicate that teachers do not complete the content of the syllabus each year. 13% said that teachers' commitment is low which leads to absenteeism all the time and consequently the syllabus is not covered at the end of the year. This affects the academic performance especially during PLE examinations when students have to compete with other students national wide including those schools whose syllabus is completed way before end of the year like in most private schools yet completion of the teaching syllabus for each subject in each academic year provides the foundation for the next class to be built upon as these continue, there would be a backlog of content not taught and this would affect the performance of the students. The implication of this to the study is that, incompleteness of the syllabus for the year may lead to poor academic performance of students in the final PLE results.

Indiscipline

Results further showed that indiscipline among pupils is also a cause of poor academic performance. 7% of the respondents showed that pupils who misbehave in school are majorly performing poor in class as they drive away teacher's attention to them hence cannot have access to their teacher's assistance. In addition, it was revealed that most the indisciplined pupils are sometimes suspended from schools due to their behavioural problems while others absent themselves deliberately consequently leading to poor academic performance because they regularly miss classes.

Table 7: measures to improve the academic performance of UPE schools in Nkondo sub-county

Responses	Frequency	Percentages (%)
Carrying out monitoring and evaluation of schools regularly	62	52
Motivation of teachers	17	14
Parents involvement	25	21
Provision of scholastic materials to the children	16	13
Total	120	100

Sources: Field research, 2015

Participatory monitoring and evaluation of UPE schools regularly,

Basing on the study findings, 52% of the responses showed that UPE schools should be supervised, monitored and evaluated on a regular basis and this process should involve all stakeholders including District Education Officers, Headteacher, parents, and the local community to ensure that performance measures are put in place and followed. This will also cater for issues of absenteeism for both pupils and teachers since monitoring and evaluation involves coming up with effective measures to the gaps that may be identified.

Motivation of teachers

Basing on the research findings, 14% of the responses showed that to ensure improved academic performance of UPE schools, teachers should be motivated both

with financial and non-financial rewards. While interviewing teacher, findings reflected that teachers' morale of teaching are low with less commitment because they feel underpaid coupled with late payments. This force them to look for other sources of income where in most cases they spend most of their time while neglecting their responsibilities as teachers. Motivation will help boost teachers' morale for teaching and commitment at work.

Parents' involvement

From the research findings, 21% of the responses indicated that parents should be involved in their students' academic performance by not only providing the school requirements but also make a follow-up on the progress of their children in class. It was also suggested that parents need to help their children with homework, create good relationships with their children and teachers as well because when parents underpin the work of the school and their children there is a potential for improving academic performance.

Provision of scholastic materials

This research established that one of the causes of poor academic performance is lack of scholastic materials for the pupils, it was therefore suggested by the respondents that parents should endeavour to provide with their children the required school materials like pens, pencils, and uniforms. This will help the children stay focused in class without pilfering their colleagues for the required materials during exercises.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study. It also draws conclusions and recommendation of the study.

5.2 Discussions

The study reflected that UPE school were not effectively engaged in the process of monitoring and evaluation and a few who were involved in the monitoring and evaluation process, major areas monitored were mainly fiscal monitoring, time schedules and procedures. These however, were not certainly meeting the academic standards of UPE schools as big gaps were left between the academic performances. The level at which monitoring and evaluation is carried out in UPE schools of Nkondo sub-county is also low given that the schools are found in a rural setting, the concerned authorities rarely pursue their responsibilities perhaps due to negligence and remoteness of the area claiming that they do not have enough funds and resources to facilitate the process of monitoring and evaluation.

It was further established that monitoring and evaluation if carried out effectively enhance transparency and accountability for financial resources allocated to UPE schools as headteachers and teachers eventually take full responsibility of planning and developing facilities that contribute to improved academic performance. In the same way, it was established that the process of monitoring and evaluation promotes progress of pupils' performance through regular assessments of teacher-made tests and creates room to identify students with special needs in education. Reducing teacher's absenteeism and low commitment is also an outcome of effective monitoring and evaluation. This is done by reviewing the evaluations made and identify major areas that needs improvement both for the general school administration, teachers' welfare and pupil's academic performance.

Concerning the causes of poor academic performance in UPE schools, it was identified that students irregularities in attendance, teachers' low commitment due to poor motivation, inability to complete the syllabus by the teachers, poverty which hinders parents from providing the scholastic materials to their children and low parent's involvement in education were the major causes of poor academic performance in UPE schools. This could as well be contributed by poor monitoring and evaluation mechanisms put in place by the ministry of education and sports concerning the academic performance of UPE schools. More effort should be put in place to increase supervision as it promotes performance.

5.3 Conclusions

From the study findings, the research concludes that monitoring and evaluation of UPE schools is a major element in fostering the academic performance because it enhances assessment of performance measures by both the teachers and students. Monitoring and evaluation is a good mechanism to promote academic performance and allows general school assessment for the needs of both teachers and pupils. In this process gaps can easily be identified and effective mechanisms are implemented. However, it was apparently discovered that Inadequate Teaching and learning materials teacher and student absenteeism which leads to incompleteness of the syllabus, lack of scholastic materials for the pupils are some of the factors that contribute to poor academic performance of UPE schools. Results the study suggested that carrying out effective monitoring and evaluations in UPE schools, motivation of teachers, parents' involvement and provision of scholastic materials to the children will enhance academic performance of UPE schools.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

Regular sensitization meetings and community non-formal education classes should be organized within the communities in the Nkondo sub-county to inform parents about the value of education to children, the community and the nation as a whole.

Parents should be encouraged to be active in Parent Teacher Associations as well as in other activities of the schools and they should be involved in the monitoring and

evaluation process of UPE schools to enable effective assessment of school needs for development.

Effecting monitoring and evaluation direct from the District and National level from the ministry of education and sports should be encouraged this would help to identify the problems and issues affecting the students, teachers and the schools in general and mitigation measures be suggested.

This study finally recommends that other stakeholders in the education sector, especially the PTAs, employ more teachers to help take care of the ever-increasing demand of free primary education. There is need to streamline disciplines in schools and need to improve relationship between the schools' administrations and stakeholders.

5.5 SUGGESTIONS FOR FURTHER STUDY

This study was limited to one sub-county in Buyende district, therefore, further research should be carried on the effect of monitoring and evaluation of UPE schools in Buyende district as a whole.

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APPENDIX 1:
QUESTIONNAIRES
(Teachers Questionnaire)

Dear Sir/Madam, you are requested to fill this questionnaire of the study about the impact of school finances on students' academic performance in Nkondo. This study is my partial fulfilment of the requirements for the award of a Bachelor of Development Studies (Kampala International University). The information you give will be used exclusively for academic purposes and shall be held confidential. Please help and give the right information that applies to your experiences in your school. You should tick in the brackets and where possible, fill in the blank spaces provided for any question.

The suggested comments provided for certain items (questions) are represented by Symbols as shown below.

Suggested comments & Symbols

Strongly Agree: SA, Agree: A, Disagree: D, Strongly Disagree: SD

BACKGROUND VARIABLES

1. Gender: Male () Female ()
2. Age: 25-29 () 30-34 () 35-39 () 40-44 () 45-49 () 50+ ()
3. Marital status:
Single () Married () Widowed () Separated () Divorced ()
4. Religion: Catholic () Protestant () Moslem () Born again ()
If others please specify.....
5. Level of Education:
Diploma () Degree () Post graduate diploma () Masters ()
6. Are you a secondary school Parent?
Yes () No ()
7. Are you a secondary school Guardian
Yes () No ()
8. What is your teaching experience (in years)?
0-1 () 2-3 () 4-5 () 6-7 () 8-9 () 10+ ()
9. What is your period of service in this school (in years)?
0-1 () 2-3 () 4-5 () 6+ ()
10. Is this a private or UPE school?
UPE school () Private school
11. How often is monitoring and evaluation carried out in this schools?
.....
.....
12. Which of the following areas of monitoring is majorly monitored in your school
a) Budgets ()
b) Procedures ()
c) Time schedules ()
d) Others ()
13. How has monitoring and evaluation helped the academic performance of your school

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14. What are the major causes of poor academic performance in your school?

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15. Please suggest ways on how to improve academic performance of UPE schools

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